



The Eliot Bank and Gordonbrock Schools Federation



School Direct (Tuition Fee) Programme 2021 / 2022 Cohort



Eliot Bank Primary School
Thorpewood Avenue
London
SE26

Website: www.eliotbank.lewisham.sch.uk
Email: info@eliotbank.lewisham.sch.uk

Executive Headteacher: Maria Gilmore
Head of School: Katrina Walsh
Chair of Governors: Peter Fidel

Gordonbrock Primary School
Amyruth Road
London
SE4 1HQ

Website: www.gordonbrock.lewisham.sch.uk
Email: admin@gordonbrock.lewisham.sch.uk

Executive Headteacher: Maria Gilmore
Head of School: Jane Wright
Chair of Governors: Peter Fidel





The Eliot Bank and Gordonbrock Schools Federation



Executive Headteacher: Ms Maria Gilmore

Eliot Bank School
Thorpewood Avenue
London SE26 4BU
Tel: 020 8699 0586
info@eliotbank.lewisham.sch.uk
Head of School: Mrs Katrina Walsh

Gordonbrock School
Amyruth Road
London SE4 1HQ
Tel: 020 8690 0704
admin@gordonbrock.lewisham.sch.uk
Head of School: Mrs Jane Wright

Dear Applicant,

Thank you for your interest in applying for the a place on the Schools Direct Programme with the Eliot Bank and Gordonbrock Primary Schools Federation.

As an initial introduction to our school, I would invite you to visit the website which can be found at:

- Eliot Bank: <https://eliotbank.lewisham.sch.uk/>
- Gordonbrock: <http://gordonbrock.lewisham.sch.uk>.

If you intend to apply for a place on the programme All applications should be made through UCAS - for further information see the Recuitment and Selection Process section in this document.

Yours sincerely,

Maria Gilmore
Executive Head



Artsmark
Gold Award
Awarded by Arts
Council England



About Us

The Federation

Eliot Bank Primary School and Gordonbrock Primary School are in federation with both schools working closely together led by Maria Gilmore, our Executive Headteacher.

One Governing Body is responsible for the strategic direction of the schools. The Executive Headteacher works strategically across both schools whilst the Heads of School have full responsibility for leading and managing their schools.

This has proved to be very successful. Standards are significantly above national and both schools are currently graded Outstanding by OFSTED, Gordonbrock most recently, in March 2019. We are regularly asked to work with other schools to share our strong practice and expertise. For more information regarding each schools' performance data please visit the 'Achievement' page on each website.

Each of our schools is unique with very differing communities, sites and buildings. Even though part of a federation, the schools have retained their individuality. We are determined that the schools will keep this individuality, underpinned by shared expectations and purpose and the needs of our children firmly at the heart of every decision we make.

Our highly expert staff teams work together across the schools in a number of ways, to ensure the standard of teaching and learning is high. We have a shared curriculum, assessment strategies and policies.

Our Senior Leadership Teams also work closely together to ensure that aligned systems are working well and staff regularly meet for CPD opportunities. More experienced staff across the federation support less experienced colleagues ensuring all quickly become proficient in their areas of responsibility.

The Heads of School work closely together to support and challenge one another. The schools work from the same curriculum map and year group teams meet regularly to plan. Phase leaders and curriculum leaders also work in partnership, in shared strategic planning, shared curriculum development and shared evaluation of their school improvement planning.



Our Vision and Values

The federation has a clear vision for the education of its children and our policies and practices are based on this. We want our children to enjoy learning whilst being challenged to meet the highest standards they can. Our schools are full of active and engaged learners who, as well as developing their academic skills, are also developing life skills of learning, friendship, effort and resilience.

For more information please visit the 'About Us' page on our websites.



Our Governing Body

The Eliot Bank and Gordonbrock Schools Federation governing body provides strategic leadership and accountability in both schools.

For more information regarding the governing body, including governing body structure, please visit the "Our Governors" page on websites.



Our Schools

Gordonbrock Primary School is a community primary school in Brockley in south east London. It is a large, oversubscribed three-form entry school with approximately 650 on roll. The school was rebuilt in 2012 and so we are lucky to have a fantastic building with two halls, a music room and a library. We take immense pride in our high quality learning environment, as recognised by OFSTED in March 2019, *'The highly stimulating environment throughout the school, provides a powerful backdrop that radiates high expectations.'*

Eliot Bank Primary School is a community school in Forest Hill. It is an oversubscribed two-form entry school with approximately 450 on roll. The school is built on the side of a hill with stunning far-reaching views across London. We have two playgrounds as well as our own pond and wildlife area. The building is very well maintained, providing a pleasant working environment for staff and pupils. *"I love how happy the kids are. They are curious and they find learning great fun – must have something to do with the school!"* – Parent, Summer 2019 Parent/Carer Survey

The intake of both schools is a wonderful mix of ethnicity, race culture and socio-economic backgrounds. The children have a wide range of needs including those with special educational needs. We are focused on children's learning and have developed meaningful cross-curricular planning, building up layers of knowledge and understanding. We believe in making learning exciting and our curriculum is knowledge and skills based, including a wide variety of visits and visitors. We encourage children to demonstrate their learning through a range of strategies. We value music and PE highly, buying in additional expertise in these areas. *'The quality of teaching is outstanding. My daughter is stimulated and challenged to do her best. Teachers are constantly looking for new ways to approach the lesson and make it fun.'* – Parent, Summer 2019 Parent/Carer Survey



Our schools are committed to Assessment for Learning as a key strategy to underpin our teaching. Talk for writing is well established throughout the school and a basic skills maths program enables our children to deepen their understanding of mathematics and apply this in a variety of ways.

Expectations and outcomes are very high for all of our children. This is because we have a belief that every child will succeed, whatever barriers they may face. We do everything and anything to help each child to be a success. This takes determination, consistency by the staff and an uncompromising attitude by the leadership team. *'Leaders at all levels are united in a shared purpose and determination to secure the best outcomes for pupils, whatever their starting points.'* - OFSTED March 2019

Our children can make demands in terms of their behaviour and social skills, though the school has a calm working atmosphere and the behaviour of the children is very good. This is brought about through the clear and consistent behaviour policy applied throughout the school, and the amount of time and energy that all staff put into its implementation. *'Pupils' attitudes to school and learning are overwhelmingly positive...adults foster strong relationships with pupils and ensure that routines are well established, consistently applied and thoroughly embedded.'* - OFSTED March 2019



Our Staff

Our staff are passionate about the school and are committed to ensuring that every child achieves well. 'Teachers manage planning very well so that pupils' learning is sequenced clearly and logically. This provides pupils with opportunities to build on previous knowledge and make strong progress...Teachers ask pupils questions highly effectively. Pupils explain their answers with real confidence, applying their increasing rich technical vocabulary across a wide range of subjects...Work in pupils' books indicates that high quality teaching has led to all groups of pupils, including those who are lower achieving or disadvantaged, making rapid progress.' - OFSTED March 2019

Teachers are supported in their role in a variety of ways:

- The leadership team is well established and highly motivated with a clear focus on raising standards through purposeful learning.
- Year groups are organised into phases, each with a phase leader who is a member of the leadership team.
- Good organisation throughout the school with a wide range of policies and systems in place.
- There is a detailed planning framework and planning is done in teams with school and federation.
- Teaching Assistants are knowledgeable and motivated, taking responsibility for a number of intervention strategies as well as for some assessment and feedback and displays.
- Our administrative and premises staff ensure that the school is very well maintained and organised. They play a vital part in school life.
- There are positive relationships within the school with staff working hard within a relaxed atmosphere.
- There is a full programme of CPD with induction, quality professional development meetings, coaching and access to high quality external INSET.

Many of our appointments are internal as staff develop and are able to step up. We have a well-established cycle of monitoring, evaluation and support, focusing on various aspects of the school. Performance management, observations and peer coaching are part of this process.

Curriculum responsibility is organised through a team approach ensuring that staff at all levels of experience and in all areas of expertise can make a contribution and can learn about this aspect of school life.

Staff wellbeing is taken very seriously. *'Leaders have invested heavily in staff training. Staff feel that they are developed as teachers and as leaders. They also say that leaders are attentive to their wellbeing and workload. They describe a constructive and collaborative ethos where dialogue between professionals is positively encouraged.'* - OFSTED March 2019



Our Pupils

Both schools are very successful with children who tell us they feel safe and that are happy and engaged in their learning.

A summary of our key information as well as a summary of the end of key stage data¹, for both, schools is outlined on this page.

Summary of Key Information For Eliot Bank		
	Number	%
Number on Roll	426	
Number of Pupils on FSM	56	13.2
Number of Languages Spoken by Pupils	52	
Overall Number of Pupils Entitled to PPG	64	15.0
Pupils having SEND Support	51	
Pupils with EHCPs	3	
Total number of SEND pupils	54	12.7
Overall Attendance for 2018/2019		96.8
Overall Attendance for 2019/2020		96.3

Summary of Key Information For Gordonbrock		
	Number	%
Number on Roll	622	
Number of Pupils on FSM	84	13.5
Number of Languages Spoken by Pupils	49	
Overall Number of Pupils Entitled to PPG	116	18.6
Pupils having SEND Support	57	
Pupils with EHCPs	6	
Total number of SEND pupils	63	10.1
Overall Attendance for 2018/2019		96.48
Overall Attendance for 2019/2020		94.32

End of Key Stage Data for Eliot Bank Primary School

EYFS 2018/19

Percentage of Children Achieving a GLD²

	Eliot Bank	Lewisham	National
Overall GLD	88%	76%	72%

Year 1 Phonics Screening Check 2018/19

Percentage of Children Achieving the Expected Standard

	Eliot Bank	Lewisham	National
Y1	90%	81%	82%
Y2 rechecks	100%	TBC	TBC

Key Stage 1 2018/19

Percentage of Children Achieving the Expected Standard

	Eliot Bank	Lewisham	National
Reading, Writing & Maths Combined	77%	66%	65%
Reading	80%	76%	75%
Writing	80%	70%	69%
Maths	83%	76%	76%

Key Stage 2 2018/19

Percentage of Children Achieving the Expected Standard

	Eliot Bank	Lewisham	National
Reading, Writing & Maths Combined	77%	67%	73%
Reading	83%	76%	78%
Writing	85%	78%	79%
Maths	90%	81%	78%
English Grammar, Spelling and Punctuation	79%	79%	78%

¹ *Due to the COVID-19 Pandemic the exam and assessment results for 2019/20 were not published as performance measures, therefore in line with government requirements we continue to publish our 2018/19 data until new data is available.

² GLD stands for Good Level of Development. Areas considered are: Self-Confidence & Self-Awareness, Making Relationships, Managing Feelings & Behaviour, Health & Self-Care, Moving and Handling, Listening & Attention, Speaking, Understanding, Reading, Writing, Numbers, Shape, Space & Measure.

End of Key Stage Data for Gordonbrock Primary School

EYFS 2018/19

Percentage of Children Achieving a GLD ³

	Gordonbrock	Lewisham	National
Overall GLD	94%	76%	72%

Year 1 Phonics Screening Check 2018/19

Percentage of Children Achieving the Expected Standard

	Gordonbrock	Lewisham	National
Y1	89%	81%	82%
Y2 rechecks	88%	TBC	TBC

Key Stage 1 2018/19

Percentage of Children Achieving the Expected Standard

	Gordonbrock	Lewisham	National
Reading, Writing & Maths Combined	75%	66%	65%
Reading	87%	76%	75%
Writing	78%	70%	69%
Maths	86%	76%	76%

Key Stage 2 2018/19

Percentage of Children Achieving the Expected Standard

	Gordonbrock	Lewisham	National
Reading, Writing & Maths Combined	78%	67%	73%
Reading	80%	76%	78%
Writing	89%	78%	79%
Maths	85%	81%	78%
English Grammar, Spelling and Punctuation	80%	79%	78%



³ GLD stands for Good Level of Development. Areas considered are: Self-Confidence & Self-Awareness, Making Relationships, Managing Feelings & Behaviour, Health & Self-Care, Moving and Handling, Listening & Attention, Speaking, Understanding, Reading, Writing, Numbers, Shape, Space & Measure.

Our Parents & Community

Both schools serve a vibrant community and we are committed to celebrating and valuing their diversity.

We teach children the values of equality and acceptance and we prepare our children for life in modern Britain, participating in local events and meeting community members, as well as helping our children to understand the values of democracy, liberty and tolerance.

We encourage parents and carers to take an active part in their children's education at our schools.

Parent feedback is important to us and we are overwhelmed with the positive feedback we receive in our Parent Questionnaires.

To read the feedback from our parents please visit the 'Parent Feedback' page on our websites.

Many parents also choose to volunteer through our active and highly committed parent and carer association FOG (Friends of Gordonbrock). The funds raised help to support the work of our school, enhancing children's learning experiences, financing playground equipment, special events and additional classroom resources to improve the learning environment.



Our School Direct (tuition fee) Offer

Our offer will give the students the benefit of working in two schools and three phases during the course of the year. In addition, they will observe in the children's centre attached to Eliot Bank.

Throughout this experience trainees acquire the skills, knowledge and understanding of the range of elements which make an outstanding teacher, as specified in the Teachers' Standards; from developing good relationships with children and other colleagues to promote learning, to working within a framework and national and school policies to deliver the Curriculum. Experience in school progresses from observing and working alongside the class teacher, to taking full responsibility, initially for individuals and groups, and later, for a whole class.

Students will be completely immersed in their schools with an expectation that they will participate in day to day life. Students will be expected to teach whole classes early on in their placement, with the support of their class teacher. Students must work the full school year.

Autumn Term

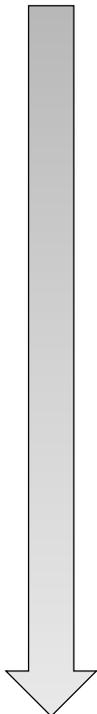
- Work/study in the 1st School in one class.
- Attached to a good/outstanding teacher.
- Attend BSC based training.
- Opportunity to develop practice with students in the partner school.
- Participation in cross school professional development opportunities.
- Focussed activities in a second year group.

Spring Term

- Work/study in the 2nd School in a different year group.
- Attached to a good/outstanding teacher.
- Attend BSC based training.

Summer Term

- Continue to work/study in the 2nd School school in a third year group.
- Attached to a good/outstanding teacher.
- Attend BSC based training.



Gradual transition from working alongside a teacher to take responsibility for groups, then the whole class.

Our offer will enable you to become an effective, confident teacher whose classroom practice is informed by an advanced knowledge of educational theory, and who will continue to learn and reflect throughout their careers. We will help you to acquire the skills and expertise to support children's learning prepare you to teach in an inclusive environment provide professional development in all National Curriculum subjects ensure that you show a concern for professional values and demonstrate the positive attitudes and behaviour you expect from pupils.

ITT Partner

We have established a partnership with the Bromley Schools' Collegiate (BSC), judged as Outstanding by Ofsted. We work closely with them as our Initial Teacher Training provider.

Bromley Schools's Collegiate is a well established provider of initial teacher training with over 25 years experience. During this time we have trained over 1400 teachers. 100% of our trainees say they feel prepared for their NQT year.

Bromley Schools' Collegiate are responsible for the assessment of trainees and the recommendation for QTS (Qualified Teacher Status) and PGCE (Post Graduate Certificate in Education).

The program is well organised and systematically works through the knowledge and skills necessary to become a good teacher. Their facilitators are experienced practitioners, many are senior leaders in our schools. The PGCE element is delivered by Canterbury Christ Church University at the Bromley Schools' Collegiate training and is bespoke to BSC.

Trainees will be in their placement school Monday - Thursday with training taking place on Fridays at the BSC training suite located at Chislehurst School for Girls.

For more information please visit <http://www.bscteach.co.uk/>.

Assessment

You and your tutors / mentors will review your progress regularly throughout the programme, through assignments, audits, feedback and tutorials. We base your final assessment on a range of evidence, including observations of your teaching, assignments, subject knowledge development, professional conduct and responses to self-study. Attendance and punctuality are important requirements and are assessed as aspects of your professional attributes.

Assessment of the teaching is carried out regularly through observations of lessons throughout the placement. An essential part of the course is the tasks and assignments that trainees carry out to address a number of topics.

Teaching is assessed against Qualified Teacher Status (QTS) Standards, teaching practices across three school placements. Observations and assessments are made by school-based mentors and link tutors. Subject knowledge, pedagogy and a trainee's development as a reflective practitioner are assessed through a combination of observations, written assignments and evidence files.

Entry Requirements

- You must have a GCSE pass at grade A* to C in English, Mathematics and a Science
- You must have a good Degree with a minimum 2:2 or higher
- We do not require candidates to have school / classroom experience before making an application.
- All successful candidates will be asked to complete health declarations and disclosure and barring service checks - both must be clear.
- Competence in English and maths skills will be assessed during the recruitment process.

If your qualifications were awarded abroad, you must submit proof of equivalency from NARIC with your application. For more information please visit <http://www.ecctis.co.uk/naric/default.aspx>.

Fees

As the name suggests, the School Direct (tuition fee) route of study is unpaid and a £9000 tuition fee is payable, which can be funded with a guaranteed student finance loan.

There is lots of financial support available to help fund school-led training. Depending on your degree class and the subject you want to teach, you could be eligible for a generous tax-free bursary or scholarship. If not, you'll still have access to a tuition fee and maintenance loan to cover your training.

For more information, please visit - <https://getintoteaching.education.gov.uk/funding-my-teacher-training>



What We are Looking For

<p>Potential to Teach</p> <p>We are looking for candidates who are excited by the prospect of working with young people and show a strong desire to help young people to learn about and understand a range of subjects. You should be enthusiastic about your subject. Young people respond to humour and warmth positively and it's especially important to be able to communicate clearly. You will be required to use your imagination and enthusiasm in equal measure. Alongside this we will be looking for candidates who have resilience and patience to work with both pupils and colleagues.</p>	<p>Transferable Skills</p> <p>We will be looking for candidates with transferable skills that will serve them well as a teacher. You will have the ability to plan and organise your work well, and a confident presentation style. We will also be looking for recent experience of life in a state-maintained school.</p>
<p>Knowledge</p> <p>We Are Looking For Candidates You Can Demonstrate:</p> <ul style="list-style-type: none"> ➤ An Understanding Of The Role Of A Teacher ➤ An Awareness Of The National Curriculum And The Framework For Literacy And Mathematics ➤ Ability To Use ICT For A Range Of Purposes 	<p>Inclusion</p> <p>We are looking for people who irrespective of their background understand that all people have a right to be treated with respect. You'll need to work with your colleagues and with parents to ensure that you are aware of the particular needs of your classes. Many schools have a very diverse pupil population which provides a great opportunity to learn more about other people's cultures and beliefs. Find out about schools' equal opportunities policies to see examples of the ways in which they outwardly demonstrate that they are committed to respecting individual differences</p>
<p>Personal Qualities</p> <p>We are looking for candidates who can demonstrate:</p> <ul style="list-style-type: none"> ➤ Ability to work on own initiative and manage own work load. ➤ Ability to combine work and study. ➤ Ability to work cooperatively and effectively with colleagues ➤ Ability to build relationships with children that promote learning ➤ Clear and accurate verbal and written communication skills ➤ Ability to read effectively ➤ An interest in and enjoyment of working with children. ➤ Ability to reflect on own practice and learning and listen to advice ➤ Determination to achieve Qualified Teacher Status ➤ Positive attitudes towards children and young people ➤ An understanding of children's needs ➤ An understanding of the professional boundaries related to child protection procedures 	<p>Qualifications</p> <p>You must have</p> <ul style="list-style-type: none"> ➤ a GCSE pass at grade A* to C in English, Mathematics and a Science ➤ a Degree (2:2 or higher) ➤ You must have passed both the Literacy and Numeracy Professional Skills Tests. <p><i>Please note: If your qualifications were awarded abroad, you must submit proof of equivalency from NARIC with your application. For more information please visit http://www.ecctis.co.uk/naric/default.aspx.</i></p>
<p>Opinions Around Current Educational Issues</p> <p>We are looking for candidates who are familiar and interested in current educational issues.</p>	<p>Other</p> <p>We are looking for candidates who have:</p> <ul style="list-style-type: none"> ➤ Interests that would enhance children's learning experience ➤ Willingness to implement and promote equal opportunities policies ➤ Good health ➤ Clean Criminal Record ➤ Willingness to seek employment as a teacher in the partnership ➤ We are committed to equal opportunities and welcome applicants from groups under-represented in primary schools, for example, men, those from ethnic minority groups and those with disabilities.

Recruitment & Selection

Applications

All applications should be made through UCAS or GOV.UK service called Apply for Teacher Training.

- For **UCAS applications** use the information below:

Subject	Course Code	Course Type	Provider	Provider Code	Campus Code
Primary	38LT	SDT	Warren Rd	1U0	B

- For **GOV.UK: Apply for Teacher Training applications** use the following link: <https://www.find-postgraduate-teacher-training.service.gov.uk/course/B91/X105#section-entry>

Once you have submitted your application you are able to track it online via the UCAS tracker system.

If you would like to register your interest in the programme whilst you are in the process of completing your UCAS application please contact Anne-Marie Küçükkaramuklu at akucukkaramukl.209@lgflmail.org

Shortlisting

All received applications will be presented to a shortlisting panel and shortlisted applicants will be invited to an interview. We will try and give you as much notice as possible when inviting you to interview however, you may be invited within a week of being shortlisted.

The recruitment process is designed to test the candidate's suitability for teaching and National Curriculum knowledge for Primary Education.

Full details of the interview day will be provided to shortlisted applicants via email however a brief outline of our interview process is detailed below. Shortlisted candidates will be asked to:

- Plan and deliver a story telling session to a class of children. This will be observed and fed back to the interview panel.
- Prepare a short presentation to be delivered to the interview panel.
- Have a formal interview with senior management team.
- Complete, to an acceptable standard, a year 6 grammar test and a year 6 maths test

Interviewees will be notified of the outcome of their application via the UCAS TT (teacher training) notification service.

Applicants who are successful at interview will be made a conditional on the programme⁴. Once an offer has been received by the applicant they must reply online using Track on the UCAS TT website and in writing to us, the Federation, as well as Bromley Schools' Collegiate. Once offers have been sent and accepted Bromley Schools collegiate will arrange for contracts to be sent to you, this document will set out details of the tuition fee schedule⁵.

The Eliot Bank and Gordonbrock Federation of Schools is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We implement all elements of the safer recruitment process and all posts are subject to pre-employment checks. References will be sought and successful candidates will need to undertake an enhanced Disclosure & Barring Service (DBS) check.

Further Information

For more information regarding the federation or either of our schools please visit our websites:

- <https://eliotbank.lewisham.sch.uk/>
- <https://www.gordonbrock.lewisham.sch.uk/>

If you would like any further information regarding the programme content and fees please contact Bromley Schools Collegiate on 020 8300 6566 or to administrator@gradteach.co.uk.



⁴ All offers will be conditional to applicants passing *all elements of the safer recruitment process*. Offers can be subject to qualifications if applicants are waiting for results at the time the offer is made.

⁵ Please note that a tuition fee deposit will be required within 14 days of the offer being received by the applicant – the deposit should be paid directly to Bromley Schools Collegiate.



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